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ABSTRACT

This project aimed to build gerontological expertise among faculty from the American Indian Higher Education Consortium (AIHEC) colleges who train students and paraprofessionals to deal with American Indian elders. The objective was primarily accomplished through an intensive 3-week summer institute on aging and through independent readings in gerontology directed by faculty from the University of Kansas and Kansas State University. Project staff conducted nine major activities to accomplish the objectives, including recruitment of project trainees, formation of an advisory board, development of graduate-level training, provision of technical assistance, and program evaluation. Eighteen representatives of the AIHEC colleges and three University of Kansas minority undergraduate fellowship recipients attended the summer institute. The fall readings course attracted 15 participants. The project provided a three-volume set of readings from the summer institute curriculum to each college library so that undergraduate students and faculty would have access to this resource. Project trainees, college presidents, college librarians, and others completed a mail survey concerning the project. Results showed positive outcomes not only for the participants of the project, but also for faculty colleagues and undergraduate students at the colleges. Appendices contain the summer institute curriculum, a list of program participants, the final program evaluation survey instrument, and project attachments. (KS)

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Final Report

FACULTY DEVELOPMENT IN GERONTOLOGY FOR FACULTY OF AMERICAN INDIAN COLLEGES

May 1992

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FACULTY DEVELOPMENT IN GERONTOLOGY FOR FACULTY OF AMERICAN INDIAN COLLEGES

EXECUTIVE SUMMARY

The University of Kansas (KU) Gerontology Center and Kansas State University (KSU) Center for Aging, with the support and commitment of the 28 colleges in the American Indian Higher Education Consortium (AIHEC), received funding from the Administration on Aging to support a program of faculty development in gerontology. This program provided training and technical assistance to faculty members of the AIHEC colleges and was designed to facilitate and strengthen the teaching of gerontological concepts at American Indian colleges. This project sought to build or enhance the local capacities of American Indian college educators to respond more effectively to aging issues among American Indian peoples.

This project addressed three needs. First, the project responded to the need to increase knowledge about aging among American Indians. Second, the project responded to the need to extend gerontological information and expertise to American Indian communities. And third, the project responded to the need to improve and accentuate gerontological training for faculty in American Indian colleges. The most cost-effective way to respond to these needs is through upgrading the indigenous capacities of existing and respected institutions of higher education serving American Indian peoples, the American Indian colleges. Specifically, faculty development was the means to provide needed information and develop expertise among American Indian college faculty who train students and paraprofessionals who deal with American Indian elders. Nationally, little interaction has occurred between formal gerontological programs housed in universities with concentrations of gerontological expertise and resources and colleges that attempt to respond to the gerontological training and educational needs of clientele in their communities. We know of no effort to focus upon American Indian colleges in this fashion. In an attempt to bridge this gap we designed and conducted this nationally replicable collaborative project.

The need to extend gerontological information is particularly important for the American Indian community because both the American Indian and the American Indian elderly population has grown substantially during the last decade. This rapid increase in the American Indian elderly population will continue during the foreseeable future. The American Indian population is the most rural of any subpopulation in the United States. As is typical of rural areas in general, resource problems afflict American Indian communities. Rural areas also lack gerontological expertise. Lack of access to gerontological expertise is an acute problem among American Indian elders living in rural/reservation environments and has a negative impact on their well-being. To make full use of available resources American Indian communities need to gain greater access to gerontological information and knowledge. Given the conditions of pervasive and chronic poverty among American Indians and a scarcity of resources, a massive relocation of

resources and gerontological specialists to these rural areas is unrealistic. Instead, this project has begun a feasible and cost-effective process of increasing gerontological knowledge, capacities and resources by upgrading the skills of people in indigenous, community-based programs.

This project was designed to increase the capacity within the AIHEC colleges to develop and disseminate gerontological expertise in American Indian communities. Individuals trained in gerontology in general and American Indian aging in particular are one of the most important resources this project has begun to develop. Key to developing and sustaining the local nurturing of such expertise is the institutionalization of gerontology in American Indian colleges through faculty development. This project initiated a process to assist them in their efforts to develop quality training capabilities in gerontology. Consistent with their distinctive mission, this project focused on them because of their unique potential to extend gerontological expertise into Indian Country.

METHODS

We chose a collaborative design for this project and each activity was designed to support collaboration. This project grew out of prior and on-going work conducted at either KU or KSU. Over the past six years Dr. Peters and Ms. Stunkel at the KSU Center for Aging have assisted 24 community colleges serving rural settings in the states of Iowa, Kansas, Missouri, and Nebraska in their gerontological curriculum and faculty development. We believed that, with appropriate modifications, this model would also be applicable to American Indian colleges.

Much of the substantive content of the training program was created at KU. During the last decade, Dr. John at the KU Gerontology Center has been actively involved in education, instruction, and research relevant to American Indians. Because of his familiarity with American Indian aging issues and his established ties with the leadership in American Indian tribes, higher education, and the American Indian aging network of practitioners and academics, Dr. John played a key role in the design and implementation of the substantive components of the summer institute, the major focus of the project.

As in the training model, this project facilitated faculty development in gerontology at the AIHEC colleges, enabled gerontological expertise to be transferred to rural areas, and stimulated the development of gerontological curriculum, expertise and information for rural American Indian communities. The project used a teamwork approach to achieve these goals and employed a collaborative approach to undertake nine activities to accomplish its objectives.

Project staff first contacted, recruited and oriented project participants. College faculty were identified by self-selection, recommendation of the president, administrator or dean, or by project staff invitation upon recommendation by National Advisory Board members or summer institute faculty. We selected faculty for training who we felt would make long-term contributions to their colleges and the field of American Indian aging.

Project staff also encouraged the formation of gerontological faculty/curriculum development teams at each of the colleges. A contact person from the team was identified at each campus and served as the focus for information exchanges between the college and the project staff. During the course of the project, the teams also assessed the gerontological courses and resources available at the colleges.

Secondly, the project established a National Advisory Board with representatives from national networks concerned with American Indians, minority issues, aging and AIHEC. The Board provided advice on the thematic emphases for the summer institute and independent readings course. It also acted as a liaison to additional material and personnel resources for all aspects of the project. During the course of the project, the Board also explored procedures for the transfer of gerontological course work between American Indian colleges and four-year institutions.

For the third activity, project staff designed and conducted graduate-level training through a three-week summer institute at KU followed by an independent readings course during the fall semester. The summer institute focused primarily on American Indian aging issues. Instruction was accomplished through lectures, seminars, discussion sessions, and substantial individual library research. Dr. John and Dr. Peters served as the course instructors for the directed readings on American Indian Aging offered during fall semester following the summer institute. The independent study course had three main objectives: 1) to allow summer institute participants the opportunity to further their course of study in American Indian aging by pursuing an independent research project; 2) to provide AIHEC college faculty who were unable to attend the summer institute the opportunity to enhance their expertise in American Indian aging and gerontology by pursuing the course of study designed for the summer institute; and 3) to further assist faculty at the AIHEC colleges to integrate issues of American Indian aging and gerontology into their programs of instruction, education, and training.

The project's fourth activity was the encouragement of gerontological faculty development among AIHEC faculty through attendance at professional meetings. One of the most effective forms of faculty development for college faculty who are attempting to establish gerontological training at their colleges is to attend the annual meetings of the Association for Gerontology in Higher Education (AGHE). Project staff submitted an abstract of the project to AGHE for presentation at its 17th annual meeting in Pittsburgh,

Pennsylvania, in February-March, 1991. Robert John, George Peters, and David Archambault, President of Standing Rock College, served as panelists for the presentation entitled "Faculty and Program Development in Gerontology in American Indian Colleges and Universities."

For the fifth activity project staff provided orientation (training) for non-American Indian university faculty about the unique context for providing graduate education to colleagues who teach in American Indian colleges. We provided training about a) the unique context and opportunity for graduate education in this area; b) collegiality, mentoring, and instruction; c) the significance of aging among American Indians; d) similarities and differences between minority and majority aging; and e) the importance of balancing traditional university gerontological course work with the special needs of the participants so that they can utilize and apply graduate level training to meet the needs of American Indian students in their colleges.

For the sixth activity staff provided technical assistance to American Indian colleges in developing a multi-disciplinary introductory gerontology course with substantial American Indian aging content and in evaluating and acquiring gerontological resources at each college. Throughout the project, staff provided technical assistance and consultations on aging issues to faculty at AIHEC colleges.

The seventh activity was the provision of technical assistance with the acquisition of gerontological resources for the AIHEC libraries. During the course of the summer institute participants were provided with three volumes of readings on American Indian aging (and additional books and handouts). For many schools these were the only materials on American Indian aging at their colleges. Staff also made recommendations on course development and revision, and acquisition of curriculum materials.

The eighth activity was the dissemination of project results. Dissemination activities took place throughout the course of the project. All of the AIHEC schools that had a representative attend the summer institute have used the information gained to stimulate gerontological activities on their campus, disseminate information, and arouse interest in American Indian aging in their locality. Two professional presentations, at the annual meeting of the AGHE and at the annual meeting of the American Indian Higher Education Consortium, were made specifically about the training project. Dissemination also occurred through the students at the AIHEC schools who took courses taught by faculty who participated in the summer institute and readings course. The informal network of communication that exists among aging service personnel and in tribal settings channeled the project's results widely so that colleges whose faculty participated in training activities have been able to provide gerontological expertise and resources that have heretofore been available primarily in the nation's universities.

The ninth activity was the evaluation of all components of the project. In order to evaluate activities of the summer institute, staff administered a pre-test and post-test on aging and American Indian aging to institute participants. In addition, summer institute participants also completed a course evaluation. As part of the summative final program evaluation a survey of AIHEC administrators, staff, faculty trainees and others interested in American Indian aging was conducted. All components of the program evaluation showed that project participants gained information on gerontology and American Indian aging issues and valued project activities highly. The final program evaluation provided information on the growth of gerontological resources and activities at the colleges and the breadth of interest in American Indian aging issues.

RESULTS

The primary focus of the training project was the three-week summer institute on American Indian aging held at the University of Kansas June 11-29, 1990. This faculty development effort included instruction in three major gerontological content areas: sociology of aging, psychology of aging, and biology/health of aging, with three themes woven throughout each area--policy issues, economic issues, and the uniqueness of American Indians. Eighteen representatives of the AIHEC schools attended the summer institute as well as three University of Kansas minority undergraduate scholarship recipients (two of whom had graduated from an AIHEC institution). In all, participants in the Summer Institute enrolled in 78 hours of graduate credit and 24 hours of undergraduate credit at the University of Kansas. The summer institute successfully provided the information and materials to educators interested in American Indian aging and helped them to foster the establishment and institutionalization of gerontological education at the AIHEC colleges.

The project extended the successful collaborative model developed at Kansas State University by encouraging American Indian college faculty to use university gerontologists and aging agency personnel to accomplish project goals at their respective colleges. Academic social gerontology has been justly criticized for ignoring American Indian elders. This faculty training program was designed to remedy this defect through the assembly or development of materials on American Indian aging for use in postsecondary educational settings in Indian Country, as well as the nation. These materials include scholarly readings assigned by summer institute instructors, the content of their lectures, and instructional materials assembled to complement project activities.

The state of gerontological curriculum development at the AIHEC colleges varied considerably. At the time the grant was funded, gerontological content was not well-established at any college. We determined that the best way to develop gerontology at the colleges was to identify and work with a group of interested faculty members. Therefore,

the summer institute also established a network of colleagues who can continue to work together to extend the network, share resources and promote gerontological issues at the colleges.

The summer institute proved to be a remarkable success. The institute and the gerontological efforts that followed it were an efficient means of disseminating important information throughout Indian country. By providing gerontological faculty development and curriculum development for the nation's American Indian colleges, we have given over 4,400 F.T.E. (Carnegie Foundation, 1989:30) students access each year to this important field of study.

The project also received external validation and recognition. The project director sent information about the summer curriculum to the Indian Health Service, as background information that was included in their "Briefing Book" for a Roundtable Discussion on the issue of Long Term Care and American Indian Elders. Also, the fact that four of eighteen participants seriously considered graduate degree programs with an emphasis in American Indian aging is evidence of the interest in the topics covered during the project and the potential for a program in American Indian aging, if sufficient support could be obtained for teaching or research assistantships.

The fall readings course attracted 15 participants who enrolled in 76 hours of graduate credit and 6 hours of undergraduate credit at the University of Kansas. All participants who enrolled for graduate or undergraduate credit were required to complete a research assignment and all AIHEC faculty with teaching responsibilities were required to produce a syllabus that integrated gerontological content into one or more of their courses. Several participants organized workshops for their faculty colleagues or community service providers. Ties between the colleges and the aging network have been increased, and a collegial working relationship has been established.

ACCOMPLISHMENTS

This project provided the opportunity to receive 12 hours of graduate credit to each AIHEC faculty member who participated in the full program of instruction. Substantively, this program of gerontological education and training was successful because the curriculum was appropriate for project trainees. This program assisted American Indian colleges that wished to respond to the needs of the communities they serve. By helping them to build the capacity to deliver needed gerontological training, we have enhanced the effectiveness of the college's response to its students and community, particularly the training and educational needs of persons responsible for aging services and programs. This project

shows that gerontological expertise can be effectively built in colleges serving underserved populations through the model of partnership and education we employed.

Project trainees were encouraged to share their training experience with their colleagues and, if appropriate, community service providers. Staff observed that a number of successful efforts were made to increase awareness and understanding of gerontological issues and American Indian aging, and to stimulate changes in particular courses or the entire college curriculum as a consequence of this project.

At least 10 American Indian colleges have made significant progress in developing a multi-disciplinary introductory gerontology course with substantial content related to American Indian aging. By the end of the project, eight of the 28 colleges had offered gerontology courses and four had multi-disciplinary courses with substantial content in American Indian aging. However, the biggest impact of the training effort is through the integration of gerontological and American Indian aging issues into the general curriculum of the AIHEC colleges.

This training project assisted participating American Indian college faculty to assess the quality of available instructional materials and audiovisual resources in gerontology, use them effectively, and identify new materials necessary to expand gerontological instruction at the colleges. Because of the lack of gerontological and American Indian aging materials in the library collections of the AIHEC colleges, the project provided all of the AIHEC colleges with the three volumes of curriculum materials on American Indian aging that were compiled and used during the summer institute.

This project developed a cadre of American Indian gerontological specialists in higher education. One of the most important developments of this project was the formation of a network of educators in post-secondary institutions at universities and AIHEC colleges who share an interest in American Indian aging. This training project has doubled or tripled the number of educators with American Indian aging interests.

PROGRAM EVALUATION

A final program evaluation mail survey was sent project trainees, college presidents, college librarians and others, from the 28 member colleges of the American Indian Higher Education Consortium. Fourteen colleges were represented among the returned surveys.

Gerontology Team Development: During the course of the project 6 program/faculty development teams were created and 15 colleges designated a gerontology contact person on their campus.

Gerontology Course Development: A minimum of 13 AIHEC colleges have offered one or more courses with gerontological content during the project. These courses have resulted in a minimum of 400 student enrollments during the project. The predictable legacy of this training project is equally significant as many of these courses become regular offerings at the colleges.

Other Results: At least four of the colleges have listed their gerontology courses in their course catalogs. At least eight colleges have increased faculty familiarity with curriculum development resources in gerontology. At least seven colleges have had increased interaction between the campus and community regarding issues of American Indian aging. Moreover, four respondents reported having attended state, regional, or national meetings in gerontology (excluding the summer institute). We know that this figure underrepresents the extent of faculty involvement in gerontology since the beginning of the project, since twenty people attended the project's workshop at the 1991 AIHEC annual meeting, and six individuals attended annual meetings of the Association for Gerontology in Higher Education in 1991 or 1992. Three respondents to the program evaluation survey reported having had contact with other gerontology centers in their regions, and one of the program's trainees testified before the Senate Select Committee on Indian Affairs on the issue of difficulties experienced by American Indian elders with Supplemental Security Income eligibility guidelines.

Project Methods: Among those who responded to the final program evaluation, the highest ranked method of faculty development was the summer institute, followed by the workshop at the AIHEC conference and written communication with project staff.

IMPLICATIONS OF RESULTS

Although the direct beneficiaries of the project were the individual AIHEC faculty members who participated in the summer institute and independent readings courses, the ultimate beneficiaries of this program are the AIHEC colleges and the communities served by AIHEC institutions. Results show this grant has made a positive impact on a number of important educational activities at the AIHEC colleges. First, it has heightened the awareness of AIHEC faculty and administrators to the need to address aging issues at their college for their learner population and the communities they serve. Second, it has directly and indirectly increased the human and material resources available at the colleges to deal with American Indian aging issues. Third, it has brokered a strong tie through training and

technical assistance provided to AIHEC colleges, between academic social gerontology housed in university settings and the teaching and learning experience of American Indian postsecondary institutions. Fourth, the project has established an ever-widening circle of professionals with a shared interest in American Indian aging. Fifth, this project has created new opportunities for American Indian students to obtain training in gerontology and American Indian aging.

FACULTY DEVELOPMENT IN GERONTOLOGY FOR FACULTY OF AMERICAN INDIAN COLLEGES

INTRODUCTION

The University of Kansas-Lawrence (KU) Gerontology Center and Kansas State University (KSU) Center for Aging, with the support and commitment of the 28 colleges in the American Indian Higher Education Consortium (AIHEC), received funding from the Administration on Aging to support a program of faculty development in gerontology. This program provided training and technical assistance to faculty members of the AIHEC colleges and was designed to facilitate and strengthen the teaching of gerontological concepts at American Indian colleges. This program expanded access to the field of aging studies and helped address the needs of the American Indian communities served by the colleges (see Figure 1 on the following page).

The project used the gerontological resources and expertise of the University of Kansas, Kansas State University, university faculty, social service agency administrators and advocates for American Indian elders to provide graduate level training in gerontology for faculty of American Indian colleges located throughout the midwest and western United States. By building gerontological expertise among faculty in colleges serving American Indian students, this project has increased knowledge and expanded access to this growing field of study among American Indian populations, especially in rural areas.

Need: This project sought to improve the local capacities of American Indian college educators to respond more effectively to aging issues among American Indian peoples. Each of the AIHEC colleges serve rural and relatively isolated American Indian populations. Indeed, the development of the tribal colleges is primarily a response by Indian communities to the absence of full access to postsecondary educational opportunities (Carnegie Foundation, 1989). All of the AIHEC colleges recognized the pressing need to establish gerontological training and education programs for the benefit of a diverse group of learners most of whom live in areas removed from gerontological educational resources.

This type of capacity building is particularly important because the rural/reservation American Indian populations served by the AIHEC institutions are disproportionately composed of young people and elders, and are affected by poverty to a greater extent than the population at large (John, in press). Moreover, the proportion as well as the absolute number of American Indian elders is increasing rapidly. Both the American Indian and the American Indian elderly population has grown substantially during the last decade. In 1980, American Indians 60 years of age and over comprised approximately 7.6% of the total Indian population compared to 15.7% of the general population aged 60 or over. By 1990, the percentage of those aged 60 and over had increased to 8.4% of the American Indian

Figure 1. American Indian Higher Education Consortium Colleges

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population and 16.8% of the general population. In absolute numbers, there were 108,800 American Indian elders out of a total Indian population of 1,423,043 persons in 1980 and 165,842 elders out of a total American Indian population of 1,959,234 in 1990, a 52% increase over 1980. This rapid increase in the American Indian elderly population will continue during the foreseeable future.

Besides its dramatic growth, the American Indian population is the most rural of any subpopulation in the United States. Approximately 50% of the American Indian population lives in rural/reservation areas. Typically, these areas lack: 1) sufficient medical and social service resources to provide the needed level of services to elders; 2) access to gerontological expertise necessary to most efficiently utilize the resources that are available; and 3) the training capacity to develop and disseminate gerontological expertise within their communities.

As is typical of rural areas in general, resource problems afflict American Indian communities. Since the First National Indian conference on Aging in 1976, there has been a general consensus among American Indians that American Indian elders have been neglected (National Tribal Chairmen's Association, 1978). Typically, the only social service agency readily available and dedicated to meeting the needs of American Indian elders is the Title VI Nutrition Program funded under authority of the Older Americans Act (OAA). On reservations fortunate enough to receive OAA funding, program development for Indian elders has been limited to a Title VI program that is authorized to provide "comprehensive" services to American Indian elders, but which has never been funded at a sufficient level to provide more than incidental services beyond congregate and home-delivered meals. It is well-documented that other services that may be available in the local area, but off the reservation, are not widely used.

Rural areas also lack gerontological expertise. Manpower studies show that over 50% of individuals with degrees or credentials in gerontology are located within 50 miles of their alma maters (KETRON Inc., 1981). This means that rural areas do not have a large number of gerontological specialists and are unlikely to receive a large influx of trained gerontologists from other areas, whether these gerontologists are Indian or non-Indian. Like other rural residents, the rural American Indian population does not have access to comparable gerontological expertise and services for older people typically available in urban settings. Not only is the number of gerontological specialists smaller, the specialists are often less accessible because of geographical distance, and the roles they play are more diverse. Indeed, it is often the case that trained persons in rural areas must have the ability to "wear many hats" because, unlike urban settings, rural areas simply do not have the resources and capacity to support a large variety of specialists.

Lack of access to gerontological expertise is an acute problem among American Indian elders living in rural/reservation environments and has a negative impact on their well-being. To make full use of available resources elders need to gain greater access to gerontological information and knowledge. A previous project funded by the Administration on Aging (John, 1991) documented that information and referral services were among the most salient and pervasive social service needs in individual studies of 12 rural American Indian communities and among American Indian elders nationwide. Unless American Indian communities can develop the capacity to meet the gerontological training needs of their service providers and service population, the status of American Indian elders will fall further behind the general elderly population.

Like other rural environments, rural/reservation American Indian areas are "understaffed" and underserved. Given the conditions of pervasive and chronic poverty among American Indians and a scarcity of resources, a massive relocation of resources and gerontological specialists to these rural areas is unrealistic. Instead, this project has begun a feasible and cost effective process of increasing gerontological knowledge, capacities and resources by upgrading the skills of people in indigenous, community-based programs. Consequently, many American Indian students, service providers and elders can now look to educational institutions in their own communities to address their gerontological training needs. In order to make this possible, our project placed emphasis on capacity building through faculty development. Faculty interested and trained in American Indian aging issues are able to disseminate this knowledge to traditional postsecondary students, paraprofessionals and other community members for fulfilling tasks that might be accomplished in urban settings by existing cadres of professionals.

This project was designed to increase the capacity within the AIHEC colleges to develop and disseminate gerontological expertise in American Indian communities. Individuals trained in gerontology in general and American Indian aging in particular are one of the most important resources this project has begun to develop. Key to developing and sustaining the local nurturing of such expertise is the institutionalization of gerontology in American Indian colleges through faculty development.

Community colleges have long played a key educational and training role in the nation generally, and have special significance for the American Indian nations targeted by this project. The colleges comprising AIHEC serve American Indian populations. While many of their students will transfer to universities and 4-year colleges to complete their education and training many more will not. In either case, these American Indian colleges provide the entry point into higher education or the sole source of such education for many American Indians. In a significant fashion, these colleges <u>are</u> higher education in their service areas.

Given the growing importance of aging within American Indian populations, these colleges will play an increasingly significant role in the provision of gerontological education and training. By their unanimous support and commitment to this project, the AIHEC institutions freely acknowledged responsibility to address the needs of their elders and realized that the need to serve their elders will continue to grow in the future. They recognized that it is vitally important to expand the gerontological resources available within American Indian communities and that the tribal college is an indispensable component in this process. Since it is important for these colleges to assume their role in this endeavor, this project initiated a process to assist them in their efforts to develop quality training capabilities in gerontology.

The American Indian Higher Education Consortium colleges have unique potential to extend gerontological expertise into Indian Country because of their distinctive mission. Their student clienteles include providers of health care to the elderly, providers of social services to the elderly, students planning careers in gerontology, and older people desiring specific training opportunities (whether second career preparation or skills development) or lifelong education. Since most of the students at AIHEC institutions are American Indians, many of them will translate their learning into service and work with American Indian elders in their local communities.

Three factors make the AIHEC colleges appropriate foci for the development of gerontological resources and expertise: demographics, ownership and respect. First, the colleges are sensitive to the increasing significance of aging issues since they serve areas in which aging populations are prevalent and have palpable needs. The absence of information on American Indian elders noted by the National Tribal Chairman's Association and others has been acutely felt in American Indian communities and the educational institutions that serve them. Administrators and faculty of each of these colleges observe the demographic growth and transformation of the rural American Indian population on a daily basis. An increasingly large portion of their clientele will be practicing professionals and paraprofessionals serving the elderly to whose needs they will respond.

Second, these colleges are "owned" by community members in ways not typically true of larger colleges and universities. Most importantly, this sense of ownership reflects the unique tribal heritage that characterizes both the colleges and the learner groups they serve. Moreover, at many AIHEC colleges this sense of ownership may be the result of size as well as sense of community and cultural identity. Thus, because they are smaller, more accessible and share the community's cultural heritage it may be easier for community members to feel that they share in and have an impact on the activities of their college. The fact that the tribal political structure and tribal members support the college financially and have an obvious connection with and mechanism for influence over the activities and outcomes of their college contributes to a sense of ownership. Also, the fact that each of

the AIHEC colleges specifically serves the interests of American Indians increases their salience for their community.

Finally, these colleges serve a more limited geographical area than does a university whose mission it is to respond to statewide or even national concerns. This geographic focus also increases a sense of ownership: and with the sense of ownership goes a corresponding element of respect for the institution and its activities. The institution has credibility because it is based on an overriding concern to serve the community.

This project addressed three needs. First the project responded to the need to increase knowledge about aging among American Indians. The most cost- effective way to respond to this need is through upgrading the indigenous capacities of existing and respected institutions of higher education serving American Indian peoples, the American Indian colleges. To accomplish this our project infused modest resources and encouraged collaborative ties between university-based gerontology programs and these colleges for purposes of faculty development in gerontology.

Second, the project responded to the need to extend gerontological information and expertise to American Indian communities. Specifically, quality instruction can provide needed information and develop expertise among American Indian college faculty who will train students and paraprofessionals who deal with American Indian elders. The project staff and the Presidents of the AIHEC institutions recognized that quality gerontological instruction is a direct reflection of the competence and expertise of the faculty. Therefore the model of gerontological faculty development that we employed in this project was designed to improve gerontological expertise available to underserved areas, as represented by AIHEC, by shifting this expertise from universities to American Indian colleges.

Third, the project responded to the need to improve and accentuate gerontological training in American Indian colleges. Nationally little interaction has occurred between formal gerontological programs housed in universities with concentrations of gerontological expertise and resources and community colleges that attempt to respond to the gerontological training and educational needs of clientele in their communities. Our contacts with the American Association of Community and Junior Colleges indicated that such exchanges are few in number, typically focus on a narrowly defined set of issues or concerns, are seldom truly collaborative in the sense of involving participants as partners in creating the model and only rarely are designed to continue beyond the life of the specific contract or agreement. We know of no attempt to focus upon American Indian colleges in this fashion. In an attempt to bridge this gap we designed and conducted this nationally replicable collaborative project.

METHODS

Project Design: We chose a collaborative design for this project and each activity was designed to support collaboration. The full partnership of AIHEC college presidents, administrators and faculty, American Indian aging experts, National Advisory Board members and university faculty was coordinated through the project staff. This assured that the process of developing gerontological expertise and resources effectively and sustainably in postsecondary institutions serving American Indian students has been initiated.

This project grew out of prior and on-going work conducted at either KU or KSU. With funding from The Fund for the Improvement for Post-Secondary Education (FIPSE) and the Administration on Aging (AoA) over the past six years Dr. Peters and Ms. Stunkel at KSU have assisted 24 community colleges serving rural settings in the states of Iowa, Kansas, Missouri, and Nebraska in their gerontological curriculum and faculty development. Emerging from that work was a training model that has received national attention. Results of these projects established that this model worked for non-American Indian institutions. Because the model deals with generic concerns and issues of curriculum and faculty development we believed that, with appropriate modifications, it would also be applicable to American Indian colleges. Experience with this model showed several substantive outcomes: 1) Increased faculty interest and expertise in gerontology on the campuses; 2) Integration of gerontological issues and materials into existing courses; 3) Development and offering of gerontology courses; 4) Acquisition of additional gerontological resources by college libraries; 5) Formalization and institutionalization of gerontological curricula; 6) Development of collegial ties between community college and university faculty; and 7) Enhancement of linkages with community-based aging network services.

Dr. John, KU Gerontology Center, has been actively involved in education, instruction, and research relevant to American Indians for a number of years. He is the recipient of research grants from the Administration on Aging and the AARP/Andrus Foundation that have allowed him to advance knowledge of a variety of American Indian aging issues. These two projects, in particular, provided state-of-the-art information on American Indians and the aging process, that became an integral part of the summer institute. Because of his familiarity with American Indian aging issues and his established ties with the leadership in American Indian tribes, higher education, and the American Indian aging network of practitioners and academics, Dr. John played a key role in the design and implementation of the substantive components of the summer institute. His experience in the field ensured that the knowledge and working relationships he has developed formed a solid foundation for the expansion of a network of faculty and practitioners interested in American Indian aging issues.

As in the training model, this project facilitated faculty development in gerontology at the AIHEC colleges, enabled gerontological expertise to be transferred to rural areas, and stimulated the development of gerontological curriculum, expertise and information for rural American Indian communities. The project used a teamwork approach to achieve these goals, fully involving AIHEC administrators and faculty in the planning, design and implementation of this project.

Using this collaborative approach, we undertook eight activities to accomplish our objectives. Activities included:

1) Contact, recruit, and orient project participants.

The very large geographical area served by this project required that we develop and maintain an extensive communication network with the AIHEC schools. To initiate the contact, project staff met with the American Indian Higher Education Consortium in November, 1989, to describe the project, and requested assistance from the AIHEC Board and Presidents to identify potential faculty participants for the project's summer institute and readings course. College faculty were identified by self-selection, recommendation of the president, administrator or dean, or by project staff invitation upon recommendation by National Advisory Board members or summer institute faculty. Priority was given to participants who: 1) taught at least one course relevant to aging; 2) expressed an interest in gerontology (we requested a statement of interest from potential participants; 3) committed to remain an active tribal college faculty member for at least one year after participation in the project; and 4) made rescheduling arrangements, with the support of their administration, to participate in the project. Since the overall goal of the project was to develop gerontological expertise in American Indian colleges, we chose faculty who we felt would make long-term contributions to their colleges and the field of American Indian aging.

Project staff also encouraged the formation of gerontological faculty/curriculum development teams at each of the colleges. Past experience had shown the importance of these teams for communication among project participants, for the articulation of college concerns to project staff, for their work as an important liaison between the project and central administration at the colleges, and for their ability to integrate community resources with community agency social service concerns. The project continued to strengthen and build these teams throughout the course of the project. A contact person from the team was identified at each campus and served as the focus for information exchanges between the college and the project staff. During the course of the project, the teams also assessed the gerontological courses and resources available at the colleges.

Project staff also established and maintained communication with faculty. This communication link was used to encourage participation in the project and to keep the colleges informed about the progress of the project.

2) Formation of a National Advisory Board to advise on strategies for effective implementation, to provide the project with links to national American Indian and gerontological networks, in order to disseminate news about project activities within their spheres of influence.

The National Advisory Board was established with representatives from national networks concerned with American Indians, minority issues, aging and AIHEC. Curtis Cook, Executive Director of the National Indian Council on Aging, Dr. Clara Sue Kidwell, Associate Professor of Native American Studies at the University of California-Berkeley, and Mona Negm, Assistant Director of the Minority Affairs Initiative of the American Association of Retired Persons served on the board. The American Indian Higher Education consortium also appointed Bob Martin, President, Haskell Indian Junior College as their institutional representative and Enos Poor Bear, Lakota tribe, as our elder representative.

Because of changes in the circumstances of several National Advisory Board members, it was necessary to add several new members during the project. Spero Manson, Associate Professor, University of Colorado Health Sciences Center, and Director of the National Center for American Indian and Alaskan Native Mental Health Research, David Baldridge, Executive Director, National Indian Council on Aging, and Dr. Bea Medicine, educator and Lakota elder consented to serve on our advisory board.

The Board provided advice on the thematic emphases for the summer institute and independent readings course. It also acted as a liaison to additional material and personnel resources for all aspects of the project. During the course of the project, the Board also explored procedures for the transfer of gerontological course work between American Indian colleges and four-year institutions. We are grateful for the assistance provided to the project by each of these individuals.

3) Design and conduct graduate-level training through a three-week summer institute followed by an independent readings course during the fall semester.

The summer institute focused primarily on American Indian aging issues. Dr. Robert John, Project Director, provided an overview of American Indian aging. Dr. Spero Manson, Associate Professor of Psychiatry at the University of Colorado and Director of the National Center for American Indian and Alaskan Native Mental Health Research taught a module on the psychology/mental health of American Indian elders. Dr. Ron Lewis, Visiting

Associate Professor of Social Welfare at the University of California-Los Angeles, taught a module on social welfare/social services and American Indian elders. Dr. George Peters, Director, Center for Aging, Kansas State University, focused on social aging network services. Curtis Cook, Executive Director of the National Indian Council on Aging, taught a module on American Indian aging policy. Cynthia LaCounte, Aging Services Director of the Great Lakes Inter-tribal Council of Wisconsin taught modules on elder abuse and Supplemental Security Income outreach. Ms. LaCounte's participation in the summer institute was sponsored by Mona Negm, Assistant Director of the AARP Minority Affairs Initiative. The project and participants are indebted for the assistance provided by Ms. Negm and AARP in making Ms. LaCounte's participation possible.

Instruction was accomplished through lectures, seminars, discussion sessions, and substantial individual library research. Participants also screened audiovisual materials, analyzed data on American Indian aging, and worked on projects relevant to their home campuses. The computer facilities of the Gerontology Center and University were available for student use in completing individual research projects.

Dr. Robert John and Dr. George R. Peters served as the course instructors for the directed readings on American Indian Aging offered during fall semester following the summer institute. The independent study course had three main objectives: 1) to allow summer institute participants the opportunity to further their course of study in American Indian aging by pursuing an independent research project; 2) to provide AIHEC college faculty who were unable to attend the summer institute the opportunity to enhance their expertise in American Indian aging and gerontology by pursuing the course of study designed for the summer institute; and 3) to further assist the AIHEC colleges to integrate issues of American Indian aging and gerontology into their programs of instruction, education, and training.

Because a number of AIHEC faculty were unable to participate in the summer institute but had an interest in gerontology and American Indian aging, the project extended an open invitation to AIHEC faculty members to participate in the fall readings course regardless of whether or not they had participated in the summer institute. Fifteen students enrolled in the independent study course. Five were new enrollees who were given the materials presented in the summer institute. The new enrollees had to write three concept papers on topics relevant to American Indian aging drawn from the reading assignments of the summer institute.

4) Encouragement of gerontological faculty development among AIHEC faculty through attendance at professional meetings.

One of the most effective forms of faculty development for college faculty who are attempting to establish gerontological training at their colleges is to attend the annual meetings of the Association for Gerontology in Higher Education (AGHE). AGHE is a membership organization for institutions of postsecondary education with gerontology programs, and its annual meeting provides state-of-the-art information, technical assistance, and resources about gerontological education nationally. Project staff submitted an abstract of the project to AGHE for presentation at its 17th annual meeting in Pittsburgh, Pennsylvania, in February-March, 1991. Robert John, George Peters, and David Archambault, President of Standing Rock College, served as panelists for the presentation entitled "Faculty and Program Development in Gerontology in American Indian Colleges and Universities." The session was attended by a dozen educators from all levels of postsecondary education in the United States.

5) Provide orientation (training) for non-American Indian university faculty about the unique context for providing graduate education to colleagues who teach in American Indian colleges.

Project staff have found that it is important that university faculty understand and appreciate the constraints and environment of American Indian college programs. The training emphasized the importance of collegial exchanges that must characterize training provided by faculty to other faculty. We provided training about a) the unique context and opportunity for graduate education in this area; b) collegiality, mentoring, and instruction; c) the significance of aging among American Indians; d) similarities and differences between minority and majority aging; and e) the importance of balancing traditional university gerontological course work with the special needs of the participants so that they can utilize and apply graduate level training to meet the needs of American Indian students in their colleges.

6) Provide technical assistance to American Indian colleges in developing a multi-disciplinary introductory gerontology course with substantial American Indian aging content and in evaluating and acquiring gerontological resources at each college.

Throughout the project, staff provided technical assistance and consultations on aging issues to faculty at AIHEC colleges. Staff were also kept informed about activities at the colleges that resulted from the institute, including course offerings, in-service training, linkages and assistance provided to community aging services, and acquisition of curriculum materials. Also during the course of the project, staff collected material, including current college catalogues, about each college. This material assisted in providing technical assistance and evaluation of the program's impact. Project staff also incorporated course syllabi, text, reference and audiovisual materials into technical assistance activities. The

National Advisory Board, AGHE, and AARP were used as national sources of technical assistance and resource materials for American Indian college participants.

The project also used the gerontology faculty development teams at the colleges. These teams provided a key link between project staff and the programs, faculty, and administration at the colleges. These teams facilitated the process of curriculum development through their collective knowledge of learner needs, manpower implications, faculty capabilities and dissemination strategies.

7) Provide technical assistance with the acquisition of gerontological resources for the AIHEC libraries.

During the course of the summer institute participants were provided with three volumes of readings on American Indian aging (and additional books and handouts). Summer institute trainees remarked about the value of these materials and suggested that it would be nice if these materials could be made available to their students. Project staff agreed with the merit of this suggestion and provided a copy of the three volumes to each AIHEC college library, although not budgeted as part of original project activities. For many schools these are the only materials on American Indian aging at their colleges. Staff also made recommendations on course development and revision, and acquisition of curriculum materials.

8) Dissemination of project results.

Dissemination activities took place throughout the course of the project. Project staff drew upon the expertise and relationships of the National Advisory Board to contact key professionals in the aging network and tribal representatives about the training needs of gerontological practitioners who work with aging American Indians. Participating faculty and their administrators determined that presentations to the broader community were an appropriate dissemination strategy. All of the AIHEC schools that had a representative attend the summer institute have used the information gained to stimulate gerontological activities on their campus, disseminate information, and arouse interest in American Indian aging in their locality.

In addition, two professional presentations, at the annual meeting of the Association for Gerontology in Higher Education (AGHE) and at the annual meeting of the American Indian Higher Education Consortium, were made specifically about the training project.

The annual meeting of AGHE is the foremost meeting of educators with an interest in gerontological education at the postsecondary level. As mentioned above, project staff made a presentation at AGHE's 17th annual meeting in Pittsburgh, Pennsylvania, in

February-March, 1991. Robert John (KU), George Peters (KSU), and David Archambault, President of Standing Rock College, served as panelists for the presentation entitled "Faculty and Program Development in Gerontology in American Indian Colleges and Universities."

In an effort to expand the influence of the training effort among the AIHEC colleges, a training session was held at the AIHEC annual meeting at Cable, Wisconsin in April 1991. David Archambault, President of Standing Rock College, Edith Stunkel (KSU) and Robert John (KU) conducted a workshop on "Program and Curriculum Development in Gerontology at AIHEC Colleges" at this meeting. The annual meeting was attended by approximately 1200 students, faculty and administrators of the AIHEC colleges. Most of this number were undergraduate American Indian students. Our workshop was attended by 20 participants and resulted in the identification of 15 new educators with an interest in American Indian aging issues.

Project staff also made scholarly presentations about American Indian aging throughout the course of the project. Dr. John presented papers on "Changing Intergenerational Interdependence in American Indian Families: Implications for Service Development and Delivery" for the Gerontological Society of America.

He participated in the Society's Task Force on Minority Issues in Gerontology to help them identify and define a research agenda on American Indian aging. Participation in these conferences educate professionals in diverse fields about the unique aspects of American Indian aging; develop new contacts for resources and expertise; demonstrate the value and replicability of gerontological faculty development and curriculum development to institutions of higher education that lack this field of study and research; and increase the professional standing of project faculty participants as educators with an important contribution to make to the field of gerontology.

In addition to these formal dissemination activities, project staff responded to a number of informal inquiries about the project. Most of these dissemination activities were by telephone in response to inquiries about the project from university educators. Dr. John also responded to inquiries from individuals at the Gerontological Society of America, the American Association of Retired Persons, the Indian Health Service, Three Feathers Institute and the Administration on Aging regarding the project and the status of gerontology at the AIHEC colleges.

Dissemination also occurred through the students at the AIHEC schools who took courses taught by faculty who participated in the summer institute and readings course. The informal network of communication that exists among aging service personnel and in tribal settings channeled the project's results widely so that colleges whose faculty participated in

training activities have been able to provide gerontological expertise and resources that have heretofore been available primarily in the nation's universities.

9) Evaluation of all components of the project.

The ninth activity was the evaluation of all components of the project. In order to evaluate activities of the summer institute, staff administered a pre-test and post-test on aging and American Indian aging to institute participants. In addition, summer institute participants also completed a course evaluation. As part of the summative final program evaluation a survey of AIHEC administrators, staff, faculty trainees and others interested in American Indian aging was conducted. Staff evaluated the success of the project on the basis of the eight objectives (see the Accomplishments and Program Evaluation sections).

RESULTS

First and foremost this project sought to build gerontological expertise among AIHEC college faculty through a program of faculty development. The primary focus of the training project was the three-week summer institute on American Indian aging held at the University of Kansas, June 11-29, 1990. This faculty development effort pursued during the Institute on American Indian Aging included instruction in three major gerontological content areas: sociology of aging, psychology of aging, and biology/health of aging, with three themes woven throughout each area--policy issues, economic issues, and the uniqueness of American Indians. The summer institute was followed by a fall semester independent readings course directed by faculty at KU and KSU through which trainees could extend their knowledge of gerontological issues and resources. This project provided 154 hours of graduate credit and 30 hours of undergraduate credit to AIHEC trainees.

Summer Institute

The Summer Institute on American Indian Aging, held June 11-29, 1990, was structured to provide comprehensive coverage of this important, but often ignored area. Eighteen representatives of the AIHEC schools attended the summer institute as well as three University of Kansas minority undergraduate scholarship recipients (two of whom had graduated from an AIHEC institution). In all, participants in the summer institute enrolled in 78 hours of graduate credit and 24 hours of undergraduate credit at the University of Kansas. A complete course outline and the seminar presentations made at the institute are included in Appendix A. For a full description of the institute, including reading assignments, see this appendix. The topics covered were:

1. State of American Indian Aging Research
   Robert John, University of Kansas

2. Demography of American Indian Aging
   Robert John, University of Kansas

3. The Mental Health of Older American Indians: Epidemiology, Diagnosis, Treatment, and Prevention
   Spero Manson, University of Colorado

4. Diagnosis and Treatment
   Spero Manson, University of Colorado

5. Prevention, Culturally Appropriate Intervention, and Long-Term Care
   Spero Manson, University of Colorado

6. Social Welfare, Social Services and American Indian Elders
   Ron Lewis, University of California-Los Angeles

7. Empowerment of American Indian Elders
   Ron Lewis, University of California-Los Angeles

8. Social Aging Network Services
   George Peters, Kansas State University

9. American Indian Aging Policy
   Curtis Cook, National Indian Council on Aging

10. Targeting Resources to American Indian Elders
    Cynthia LaCounte, Great Lakes Intertribal Council

11. Future Indian Aging Policy
    Cynthia LaCounte, Great Lakes Intertribal Council

12. Applied Gerontology and American Indian Elders
    Robert John, University of Kansas

The summer institute broadly covered the subject of American Indian aging. Taught by Native and non-Native American aging specialists, it provided the participants with in-depth and comprehensive instruction in basic and pertinent issues to provide an understanding of the state of knowledge in American Indian aging.

The institute was divided into topical areas taught by a recognized specialist. The participants received instruction through lectures and discussions based on readings chosen by the instructor. The course culminated when students chose, researched and wrote a seminar paper on some aspect of American Indian aging relevant to their professional responsibilities and personal interests.

Although the three-week seminar constituted a tight schedule with an intellectually demanding workload, participants' assessment of the summer institute was extremely positive. As seen in the responses to the questions in the summer institute evaluation instrument, the overall evaluation of each dimension of the summer institute experience was between high and very high.

1 = very low
2 = low
3 = medium
4 = high
5 = very high

How would you rate the relevance and usefulness of the reading materials?

mean score = 4.58

How would you rate the effectiveness of project staff in responding to logistical issues (i.e., registration, parking, buses, library access, etc.)?

mean score = 4.79

How would you rate the housing facilities provided through the institute?

mean score = 4.56

How would you rate the relevance and usefulness of the institute for addressing issues and problems of elders in your home community?

mean score = 4.32

Taken as a whole, how would you rate the value of the institute to you ?

mean score = 4.42

What is the likelihood that you will use what you have gained from the institute in your college or agency?

mean score = 4.68

If such an institute were offered again, would you like to be a participant?

mean score = 4.61

If such an institute were offered again, would you recommend it to others?

mean score = 4.58

Individual comments also reflected the positive evaluation of the institute. Comments such as "Overall it has been a good learning experience" and "Overall the Institute was great" reflect this consensus. A comment made several times which might be a guiding idea for future undertakings was the desire for "more time to share information...smaller group discussions with a specific focus." Participants found the information presented useful and they discovered common interests in their academic work. Many participants expressed the desire for more research time. All of this feedback shows a keen interest by the participants to consider gerontological issues affecting American Indians and an abiding intellectual curiosity about American Indian aging issues that will produce more academic offerings in gerontology and American Indian aging at the participants' colleges in the future.

The summer institute has had the effect desired by this project. It provided the information and materials to reach Indian educators interested in American Indian aging and helped them to foster the establishment and institutionalization of gerontological education at the AIHEC colleges. A final survey conducted for the summative program evaluation (see survey instrument in Appendix C) shows that gerontology courses are now being taught in nine of the colleges and eight colleges have included information on American Indian aging in other courses at their schools. Over four hundred (400) students have already gained gerontological information from these courses. More than half of the faculty respondents to the survey also said they had enough information to develop other gerontology courses at their schools. Thus, the summer institute has begun the process of transferring gerontological information and expertise in American Indian aging from the four-year university to the rural areas in a format usable by the Indian population.

Fall Independent Study

The fall readings course attracted 15 participants who enrolled in 76 hours of graduate credit and 6 hours of undergraduate credit at the University of Kansas. Course enrollments came from two types of faculty; those who enrolled in and completed the Summer Institute on American Indian Aging and those whose enrollment represented their first participation in the project. Those who did not take part in the summer institute were expected to read materials collected for the summer institute and to write three concept papers, 4-5 pages in length, on topics relevant to American Indian aging. Topics on which concept papers could be written were: housing, mental health, nutrition, elder abuse, transportation, rehabilitation services, social services, health care, long-term care, substance abuse, formal and informal support systems and caregiving.

All participants who enrolled for graduate or undergraduate credit were required to complete a research assignment and all AIHEC faculty with teaching responsibilities were required to produce a syllabus that integrated gerontological content into one or more of their courses. The following list of syllabi and papers were produced during the project showing the diverse nature of gerontological interests of the participants and the effort put forth by faculty to extend their understanding of American Indian aging issues.

Project Papers and Syllabi

AIHEC Faculty Trainees:

Therese Martin, Standing Rock College
Syllabus: Aging among the Standing Rock Sioux in North Dakota

Naomi F. Renville, Sisseton-Wahpeton Community College
Workshop: How Old Are You?

Marlene Driessen, Lac Courte Orielles Ojibwa Community College
Paper: Adapting a Gerontology Curriculum for Instruction at an Ojibwa Tribal College

Syllabus: Social Gerontology (GER 240)

Tina Renville, Sisseton Wahpeton Community College
Workshop: Community Education for the Elderly: Sponsored by the Community Health Representative Program Sisseton-Wahpeton Reservation

Chris Horvath, Sinte Gleska College

Paper: Elderly Abuse, Intervention and Prevention in a Cultural Environment: The Lakota Sioux Community, Rosebud Reservation, SD

Paper: Establishing a Model Elderly Protective Services Program

Syllabus: Aging in a Native American Environment: Rosebud Specific

Gabriel V. Rupp, Navajo Community College

Paper: The Phenomena of Ghost Illness and Pathological Grief: A Comparison of Western and Navajo Perceptions

Syllabus: Psychology of Aging

Reeda A. Owens, Salish Kootenai College

Syllabus: Nursing Care Across the Life Cycle

Christopher F. Mulrine, Dull Knife Memorial College

Paper: Growing Old Happy

Syllabus: Introduction to Social Gerontology

Michael Hermanson, Salish Kootenai College

Paper: Vocational Rehabilitation and Aging American Indian Elders

Paper: Serving American Indian Elders with Disabilities: The Confederated Salish and Kootenai Vocational Rehabilitation Project Experience

Syllabus: Human Services Work with the Elderly (HS 185)

Linwood Tallbull, Dull Knife Memorial College

Paper: American Indian Aging

Ronald F. Gittings, Fond du Lac Community College

Paper: The Decline of Status Among Ojibway Elders: Colonialism as a Model

Paper: The Value of Elder Respect among the Minnesota Ojibway and the Effects of Modernization

Syllabus: Introduction to Social Gerontology

Lyle W. Frank, Blackfeet Community College
- Paper: Vocational Rehabilitation and Older American Indians: A Review of the Issue
- Syllabus: Psychology of Aging

Dr. Bea Medicine, Standing Rock College
- Proposal: The Importance of Friends, Siblings and More Distant Relatives in the Support Networks of Lakota Elders.

DeAnna Finifrock, Fond du Lac Community College
- Paper: A Case for the Integration of Certified Home Health Care Aide Services into Health Care Service Systems for American Indian Elders
- Proposal: Nutrition and American Indian Elders

Donald Bread, Haskell Indian Jr. College
- Proposal: Respect for the American Indian Elderly: Fact or Fiction
- Syllabus: Special Topics in Tribal Management: Abuse Among The American Indian Elderly

Marilyn Bread, Haskell Indian Jr. College
- Proposal: Principles of Economics: Social Programs Impact on American Indian Elderly
- Syllabus: Principles of Economics: The Housing Status of American Indian Elders

Sharon E. Coss, Northwest Indian Community College
- Paper: Ethnic Identity, Cultural Destruction and the "Problems" of American Indian Elders
- Syllabus: Aging Curriculum

Kristine Voorhees, Fort Peck Community College
- Paper: Looking Out
- Paper: What are the Facts about Elder Nutrition?
- Paper: Abuse and Crime Against the Aged

Iris M. Heavy Runner, Blackfeet Community College
Paper: Tribally Controlled Community Colleges Home-Health Care Curriculum: Targeting American Indian Family Caregivers

University of Kansas Minority Undergraduate Scholarship Recipients:

Reynold Wickliffe, University of Kansas, Social Welfare
Paper: Influences on the Cessation of Alcohol Consumption Among American Indian Elders

Sue Cliff, University of Kansas, Social Welfare
Paper: The American Indian Female and Her Role as Caretaker of the Elder and Career Woman

Cinthia Acosta, University of Kansas
Paper: American Indian Elders and Organic and Nonorganic Mental Disorders: Analysis of Past Research

Summary of Results

All participants who enrolled for graduate or undergraduate credit completed a research assignment and all AIHEC faculty were required to produce a syllabus that integrated gerontological content into one or more of the courses they teach. Several participants organized workshops for their faculty colleagues or community service providers. Ties between the colleges and the aging network have been increased, and a collegial working relationship has been established. All the AIHEC schools that had a representative attend the summer institute have used the information to stimulate gerontological activities on their campus.

Because of a lack of gerontological curriculum materials in the library collections of each college, a three-volume set of readings from the summer institute curriculum was provided to each college library so that undergraduate students, other faculty, and community members would have access to this important resource.

Project staff have served as technical consultants on aging issues to faculty at the AIHEC colleges and have been informed about activities at the colleges that have resulted from the summer institute, including course development, course offerings, in-service training, and acquisition of curriculum materials. We have also been asked to make recommendations regarding course development and revision, as well as the acquisition of

curriculum materials. Project staff have served the broader gerontological community through participation in efforts to encourage or enhance minority aging research, training and social policy.

ACCOMPLISHMENTS

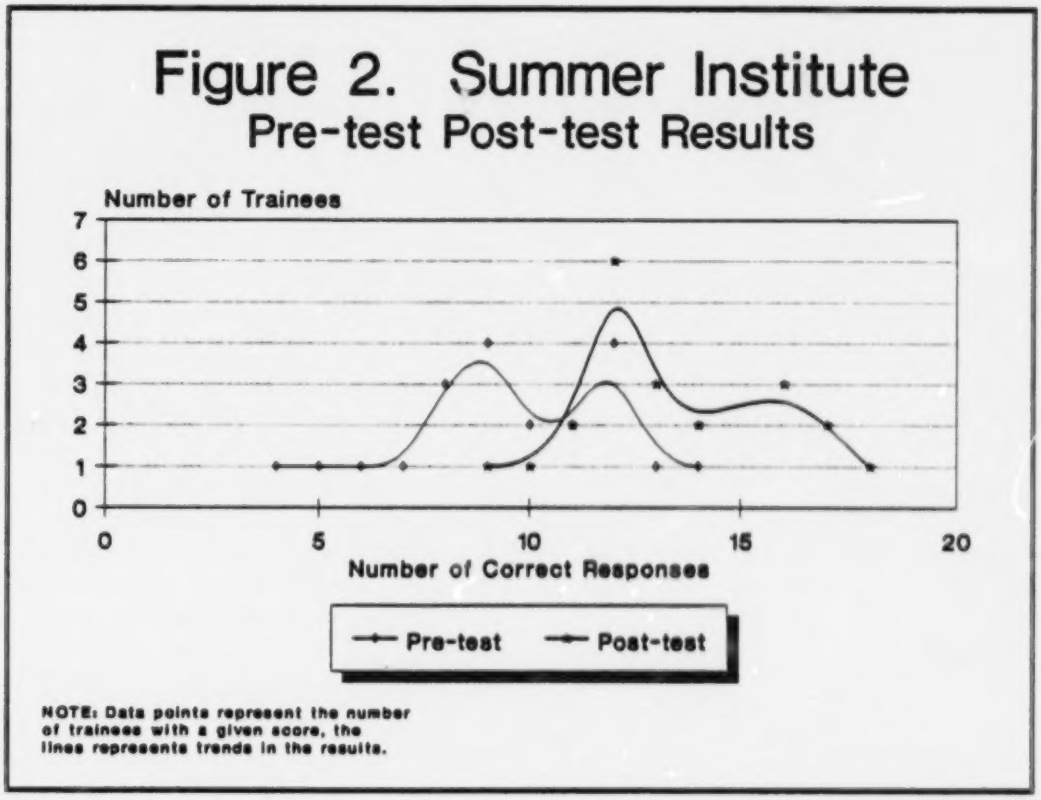
We accomplished eight objectives during this project:

1) **Built gerontological expertise among faculty from American Indian colleges.**

This program provided the opportunity to receive 12 hours of graduate credit to each AIHEC faculty member who participated in the full program of instruction. This is an extremely important accomplishment for three reasons. First, the Carnegie Foundation report on tribal colleges (1989) identified faculty development as a task central to the improvement of education quality at the tribal colleges. Second, the accrual of graduate-level training is a well-recognized means to improve faculty standing. Third, many AIHEC faculty are rewarded monetarily and rise in rank within their institution based upon completion of graduate credit hours. Our longer term goal was to provide project trainees with the means to accelerate a graduate degree program. Altogether, we provided 154 credit hours of graduate-gerontological education for faculty from American Indian colleges.

Substantively, this program of gerontological education and training was successful because the curriculum was appropriate for project trainees. Moreover, the faculty who provided instruction were nationally recognized experts in the field and the curriculum offered to the AIHEC faculty was designed to be credible in the eyes of the student populations that they attract from within American Indian communities. A focused effort at faculty development in gerontology and American Indian aging assured the quality of courses taught. Faculty development followed by assistance to implement appropriate gerontological programs at their respective campuses and integrate gerontological content into the curriculum proved to be a successful strategy.

To assess this objective we administered a 25 item pre-test on social gerontology and American Indian aging issues to faculty participants in the summer institute. At the end of the summer institute similar items were administered to program participants. As seen in the following figure, a comparison of the two evaluations revealed that the participants had accumulated substantial knowledge of aging and American Indian aging during the three weeks of instruction. These objective comparisons supplement the individual instructor's appraisal of participants' performance as indicated by group discussions, classroom participation during the seminar presentations, individual consultations about their research project, development of course syllabi, and the research paper.



2. **Shifted the focus of gerontological expertise available to underserved populations such as American Indians from universities to American Indian colleges throughout the United States.**

Currently, training programs in gerontology are concentrated in universities and four-year colleges primarily in urban areas of our country (AGHE Directory, 1988). This project assisted American Indian colleges that wished to respond to the needs of the communities they serve. By helping them to build the capacity to deliver needed gerontological training, we have enhanced the effectiveness of the college's response to its students and community, particularly the training and educational needs of persons responsible for aging services and programs. This project has shown that gerontological expertise can be effectively built in colleges serving underserved populations through the model of partnership and education we employed.

3. **Stimulated ongoing local gerontological faculty development in American Indian colleges through the interaction of their faculty members with the project trainees.**

Project trainees were encouraged to share their training experience with their colleagues and, if appropriate, community service providers. Staff monitored progress toward this objective by asking institute participants to describe their efforts to contribute to the gerontological development of faculty on their campus and within their communities. Staff observed that a number of successful efforts were made to increase awareness and understanding of gerontological issues and American Indian aging, and to stimulate changes in particular courses or the entire college curriculum as a consequence of this project. A number of efforts were brought to our attention including presentations to faculty colleagues, gerontology workshops, guest lectures in AIHEC college courses by community service providers, sharing of training program materials with service providers and colleagues at other colleges, and in-service training for service providers.

Although this project specifically targeted American Indian college faculty members for training, we discovered that the consequence of the training project was synergistic between current and potential constituencies with interest in aging issues, and that the effects of the training project quickly extended beyond the boundaries of the college campuses. We base this on our monitoring of activities that occurred as the result of the training components of this project, which were consistent with our previous experiences in assisting with gerontological faculty development in rural community colleges in the midwest. AIHEC's desire to institute sustainable local gerontological training capacities has been especially important and aided the effort to extend American Indian aging knowledge in their communities.

4. **Paved the way for gerontological curriculum development at the colleges.**

Success in reaching the fourth objective was judged by documentation provided during the fall semester following the institute. At least nine American Indian colleges have developed a multi-disciplinary introductory gerontology course with substantial content related to American Indian aging. An additional four colleges have made substantial progress in developing such a course; substantial progress was judged by the presence of a multi-disciplinary team, the acquisition of appropriate learning materials, the development of a course outline, and the establishment of a schedule that projects implementation within one year.

Faculty development and the integration of gerontological content into the curriculum proceeded together in order to achieve quality gerontological education for American Indian post-secondary students. After initial exposure to gerontology and its relevance for

American Indian colleges, the participating faculty received technical assistance to plan and implement multi-disciplinary gerontological courses with substantial content in American Indian aging and other appropriate courses for their learner populations. By the end of the project at least ten of the 28 colleges had offered gerontology courses and nine had multi-disciplinary courses with substantial content in American Indian aging. The biggest impact of the training effort is through the integration of gerontological and American Indian aging issues into the general curriculum of the AIHEC colleges. Furthermore, most of the colleges have established a timetable for increasing gerontological content in the curriculum. The most notable exceptions to this generalization are the three vocational-technical colleges in AIHEC.

5. **Expanded the availability of gerontological instructional materials at the colleges.**

In order to evaluate this objective, staff asked college representatives to provide a list of gerontological materials acquired since the inception of the project. Project staff reviewed these lists to verify their relevance and quality.

This training project assisted participating American Indian college faculty to assess the quality of available instructional materials and audiovisual resources in gerontology, use them effectively, and identify new materials necessary to expand gerontological instruction at the colleges. Accessing and utilizing appropriate gerontological resource materials is an important adjunct of gerontological training programs. A necessary element of graduate training is exposure to such materials. Exposure to state-of-the-question instruction and materials occurred in the summer institute curriculum, fall independent readings course, resources distributed during the remainder of the project, and through technical assistance provided to individual faculty members.

Moreover, modest funds were allocated to the colleges to assist in the acquisition of gerontological materials. Because of the lack of gerontological curriculum materials in the library collections of each college, we provided a set of readings from the summer institute to each college library so that undergraduate students, other faculty, staff and community members will have access to this important resource. The three volumes of materials assigned during the institute are, in many cases, the only materials on American Indian aging at the colleges.

6. **Developed a national cadre of American Indian gerontological specialists in higher education.**

Project staff determined the special area of expertise participants had or developed in some aspect of American Indian aging. These areas include vocational rehabilitation,

elder abuse, home health needs, home health care, social service delivery, nutrition, nursing practices and care, religious and spiritual beliefs, and traditional cultural values, to identify only a few salient topics. We have used this knowledge of the trainees interests to keep them informed about new research in the field and to place them in contact with individuals who share their interest or wanted someone with whom they could consult about a particular issue.

The unique cultural heritage of each group of tribal elders brings special requirements. The cultural diversity of the American Indian elderly population made it vitally important to foster the development of gerontological specialists in post-secondary American Indian educational institutions in order to extend academically-based gerontological expertise into American Indian communities themselves. This project started this process of building local capabilities from within respected existing community institutions through a training program that linked each educational institution with nationally-recognized experts in the field of American Indian aging.

Indeed, one of the most important developments of this project was the formation of a network of educators in post-secondary institutions at universities and AIHEC colleges who share an interest in American Indian aging. Prior to this project, only an exceptionally small network of individuals with interest in American Indian aging existed. This training project has doubled or tripled the number of educators with American Indian aging interests.

7. **Fostered partnerships among American Indian colleges and universities and agencies with gerontological resources in their states.**

For the seventh objective staff asked participants to identify university colleagues and aging agency personnel with whom they had developed collaborative relationships and to describe the nature of their collaboration. This information revealed that the project extended a successful collaborative model developed at Kansas State University by encouraging American Indian college faculty to involve university gerontologists and aging agency personnel to accomplish project goals at their respective colleges. In addition to collaboration between universities and AIHEC colleges, aging network representatives were involved by serving on college curriculum development committees, as teachers and guest lecturers in courses, and providing educational resources. Implementation of this model strengthened existing working relationships and promoted the formation of new relationships.

This objective also addressed the important issue of articulation in a dual sense. First, American Indian colleges can be certain that academic credit for the courses they developed and implemented will be recognized by the colleges and universities to which

their students transfer to complete or extend their studies. Secondly, in a broader sense, this training program forged links between American Indian colleges and universities that have made a difference in encouraging American Indian students to continue their studies to the extent that they have an interest.

8. **Developed gerontological training materials appropriate to the needs of American Indian populations.**

For the eighth and final objective assessment was made in general by documenting the availability of new materials related directly to aging and American Indian aging (scholarly readings, lectures of institute faculty, and instructional materials to support the seminars).

Academic social gerontology has been justly criticized for ignoring American Indian elders. Mainstream social gerontology in the U.S. has, by and large, concentrated on aging among middle-class whites. Although this may be appropriate for the typical student of colleges and universities, this body of knowledge has limited relevance for people working in some aspect of American Indian aging. This faculty training program was designed to remedy this defect through the assembly or development of materials on American Indian aging for use in postsecondary educational settings in Indian Country, as well as the nation. These materials include scholarly readings assigned by summer institute instructors, the content of their lectures, and instructional materials assembled to complement project activities.

PROGRAM EVALUATION

Two processes were used to evaluate the impact of this project. The first, a pre-test and post-test of participants at the Summer Institute, has been summarized on pages 22-23 of this final report. This evaluation component sought to document the increase in knowledge of gerontology and American Indian aging that took place as the result of training during the summer institute. Results of this evaluation revealed that the participants had accumulated substantial knowledge of aging and American Indian aging during the three weeks of instruction (see Figure 2).

The second process was a final program evaluation mail survey sent to project trainees, college presidents, college librarians and others, from the 28 member colleges of the American Indian Higher Education Consortium. It is this survey that we will focus on for the summative project evaluation results. See Appendix C for a copy of the survey instrument.

Fourteen colleges were represented among the 19 returned surveys. While the total number of individuals who returned completed surveys is low (18 percent), the surveys were sent to a broad spectrum of individuals at the AIHEC colleges, many of whom were unlikely to return them. For example, all college presidents and librarians received the survey, as well as Summer Institute participants, faculty participants in the sequel project for curriculum development, individuals who attended the project workshop at the 1991 AIHEC annual meeting, and others who had inquired at any time about the project. The fact that 50 percent of the colleges had at least one respondent is a better response than expected, given the fact that only 13 colleges were represented by participants in the summer institute and fall readings course. It is noteworthy that over half of the colleges that responded to this final survey were not colleges that had participants in the summer institute and fall readings courses.

At least four reasons properly frame the results we obtained from the program evaluation, including why some of the colleges and participants did not respond or why the responses underestimate the accomplishments of the project. First, several of the participants in the summer institute and readings course no longer work at those colleges. Some of them did not complete a program evaluation and others who did respond did not know about gerontological activities at the college after they left. Second, over half of the colleges that returned the program evaluation did not have a faculty member who had attended the summer institute, and did not benefit from the most significant faculty development activity undertaken during the project. Third, none of the respondents to the program evaluation had complete knowledge of all of the projects' activities or accomplishments at their college. For example, the project provided all AIHEC colleges with a special set of three volumes of curriculum materials on American Indian aging that was distributed to each college's library. Without doubt, these materials have reached additional faculty (and students) not directly involved in the summer and fall programs, but the extent of their impact would not be known to very many (if any) program evaluation respondents. Moreover, much of the technical assistance provided to the colleges was done one-on-one between project staff and an individual AIHEC faculty member, and therefore, not a matter of common public knowledge. Fourth, project activities toward the end of the project expanded the number of people and colleges involved in the project but could not fully acquaint the new participants with a complete history of project activities or accomplishments. This situation was particularly true of the AIHEC librarians and the individuals who attended the workshop on program and curriculum development in gerontology that was conducted at the AIHEC annual meeting in 1991. Moreover, the sequel project on curriculum development provided additional resource materials and technical assistance, and explicitly extended project impact beyond the faculty trainees initially involved. Thus, pluralistic ignorance among program evaluation respondents compromises a full estimation of the project's impact. Keeping these considerations in mind, the project's accomplishments are significant.

Program Evaluation Survey Results

Gerontology Team Development: Five of the fourteen colleges reported having a gerontology contact person and/or a program/faculty development team, with teams of up to five members. Previous surveys that documented gerontological activities stimulated by the project revealed that at least three additional colleges have formed gerontology program/faculty development teams and 13 additional colleges have identified a gerontology contact person. Therefore, during the course of the project 6 program/faculty development teams were created and 15 colleges designated a gerontology contact person on their campus.

Gerontology Course Development: According to results in the final program evaluation, nine colleges have developed an introductory course on American Indian Aging or an introduction to gerontology with a focus on American Indians. Four colleges have offered their introductory course at least twice, three have offered theirs once, and two will offer the course for the first time in the summer of 1992. Approximately 105 students have taken these introductory courses. Three colleges have offered one or more specialized courses focusing on American Indian Aging, such as Psychology and Aging, Social Gerontology, Elder Abuse Workshops, or Health and Aging. An estimated 96 students have enrolled in these specialized courses. In addition, eight colleges have integrated information about American Indian aging into other courses in such areas as Human Services, Nutrition, Health, Psychology, Sociology, and Community Volunteerism. An estimated 116 students have enrolled in these courses. A cumulative count of the number of students in all courses related to this project that were reported in the final program evaluation shows 217 enrollments. However, this underestimates the number of students who have benefited from the project because several of the courses will be offered for the first time in the summer of 1992. Moreover, a previous survey that documented gerontological activities stimulated by the project revealed that at least four additional colleges have developed and offered an introductory course in gerontology or integrated gerontological content into courses in their curriculum. The number of students served by these courses was estimated to be approximately 175 per year.

Therefore, a minimum of 13 AIHEC colleges have offered one or more courses with gerontological content during the project. These courses have resulted in a minimum of 400 student enrollments during the project. The predictable legacy of this training project is equally significant as many of these courses become regular offerings at the colleges.

Other Results: With the caveat that not all of the program respondents were fully familiar with all aspects of American Indian aging instruction at the colleges they represent, we found the following results: (1) at least four of the colleges have listed their gerontology courses in their course catalogs; (2) at least eight colleges have increased faculty familiarity

with curriculum development resources on this topic; and (3) at least seven colleges have had increased interaction between the campus and community regarding issues of American Indian aging.

Four respondents reported having attended state, regional, or national meetings in gerontology (excluding the summer institute). We know that this figure underrepresents the extent of faculty involvement in gerontology since the beginning of the project, since twenty people attended the project's workshop at the 1991 AIHEC annual meeting, and six individuals attended annual meetings of the Association for Gerontology in Higher Education in 1991 or 1992.

Three respondents to the program evaluation survey reported having had contact with other gerontology centers in their regions, and one of the program's trainees testified before the Senate Select Committee on Indian Affairs on the issue of difficulties experienced by American Indian elders with the eligibility guidelines for receipt of Supplemental Security Income.

Project Methods: The final question on the survey sought an evaluation of various methods used in the project to support faculty and curriculum development. The vast majority of respondents responded "Not Applicable," indicating that they did not have firsthand knowledge of the methods involved (N/A response ranged from 7 to 13 for each item). For those respondents who judged the methods, the highest ranked method was the summer institute, followed by the workshop at the AIHEC conference and written communication with project staff. Without an adequate sample of all project participants, direct and indirect, however, these trends cannot be viewed as significant.

The following section on implications draws upon both the formal program evaluation as well as an extensive informal evaluation process to present project results.

IMPLICATIONS OF RESULTS

Although the direct beneficiaries of the project were the individual AIHEC faculty members who participated in the summer institute and independent readings courses, the ultimate beneficiaries of this program are the AIHEC colleges and the communities served by AIHEC institutions. By design, the AIHEC college students were special beneficiaries of the transfer of knowledge and the integration of American Indian aging issues in the AIHEC college curriculum.

The benefit to Indian students was twofold -- professional and personal. We all live in a society that is rapidly aging. Having a basic understanding of aging is extremely

important from the standpoint of increasing employment prospects of Indian students. One of the fastest growing sectors in the labor market is services to the elderly--particularly home care, institutional care, and health services. Having a basic knowledge of gerontology will become ever more important in securing positions in the aging services, whether on or off Indian reservations and such knowledge will give applicants for these jobs an edge on those without it. Many reservations have a Title VI Nutrition program, which is exclusively dedicated to delivering services to tribal elders. Other reservation social service workers also serve a high proportion of elders, including the Community Health Representatives (CHRs), Community Health Nurses and others. Instruction in gerontology will enable students better to serve their own tribal elders and more effectively to compete for positions in the aging network.

Many Indian students benefitted from gerontological instruction at a personal level. While not every one is interested in a career working with elders, most people can expect to experience the aging of a parent or other close family member. This is particularly true of American Indians with their extended family kinship structure. Moreover, a high percentage of young people today can expect to live to old age. Therefore, the information and knowledge students gain from a course on gerontology is likely to have a direct and beneficial impact on their own lives or the lives of elders in their families.

As an example, it is well-known that American Indian elders do not use social services to the extent that they are eligible. The reasons for this are not clear, but one reason offered is the lack of knowledge about particular aging or entitlement programs. In some cases, this lack of knowledge has led to expensive outreach programs within Indian communities to inform elders of their eligibility for assistance. Certainly, gerontology courses increase knowledge about a number of basic programs essential to the well-being of elders including Medicare, Social Security, Supplemental Security Income and a range of social services. Greater gerontological knowledge institutionalized within Indian communities will reduce the need for special efforts to inform Indian elders of aging programs.

The summer institute and the gerontological efforts that followed it were an efficient means of disseminating important information throughout Indian country. By providing gerontological faculty development and curriculum development for the nation's American Indian colleges, we have given over 4,400 F.T.E. (Carnegie Foundation, 1989:30) students access each year to this important field of study. As the courses established or expanded through the activities of this project become an institutional feature of the college curriculum, more American Indian students and community members will benefit from the opportunity to receive training in gerontology and American Indian aging.

The summer institute proved to be a remarkable success. Detailed planning on the logistics and substance of the institute enabled the teaching faculty to meet the need for information on American Indian aging expressed by faculty members attending from the AIHEC colleges. The quality of instruction was excellent and participants acknowledged that they had an excellent experience. (See evaluations attached)

We discovered that the state of gerontological curriculum development at the AIHEC colleges varies considerably. At the time the grant was funded, gerontological content was not well-established at any college, although several did offer an introductory gerontology course or integrated gerontological content into one or more courses in the curriculum. By and large, however, the existence of gerontological curriculum at the colleges is attributable to the personal interest and knowledge of individual faculty members. Thus, the summer institute (i.e., faculty training) was well targeted because gerontology content was linked to the interests of individual faculty who can integrate it into the curriculum.

The institute was also on target because the best way to develop gerontology at the colleges is to identify and work with a group of interested faculty members. Therefore, the summer institute also established a network of colleagues who can continue to work together to extend the network, share resources, and promote gerontological issues at the colleges.

The success of the summer institute and the effort that went into the development of its curriculum received recognition. The project director was asked to send information about the summer curriculum to Ramona Ornelas, Chief of Policy Analysis in the Indian Health Service, to be used as background for a roundtable discussion on the issue of Long Term Care and American Indian Elders. The summer curriculum was incorporated, without modification, into the "Briefing Book" circulated to the 20 participants in the Long Term Care Roundtable sponsored by the Indian Health Service. Although this validation of our effort was gratifying, this request and the use of the materials supplied by the project demonstrates the need for additional development of curriculum materials and instruction in American Indian aging.

Other project outcomes are equally important. We are excited that four of eighteen participants seriously considered enrollment in a graduate degree program with an emphasis in American Indian aging. Two of the summer institute and fall readings participants actively pursued the possibility of obtaining a graduate degree with an emphasis on American Indian aging at the University of Kansas. The project director is aware of two other participants who also explored the possibility of obtaining an advanced degree at KU, but encountered several unanticipated barriers in this undertaking. In each case, the lack of financial means to support their education delayed or derailed this opportunity. One summer institute participant was admitted to the Masters program in Social Welfare at the University of Kansas (fall semester 1991), but postponed matriculation for one year because

of the lack of resources to support his education. In the interim he has continued to work in full-time employment and has applied for private foundation support to help finance his educational objective. The second prospective applicant has applied to be admitted to a doctoral program in American Studies at the University of Kansas.

The fact that four of eighteen participants seriously considered graduate degree programs with an emphasis in American Indian aging is evidence of the interest in the topics covered during the project and the potential for a program in American Indian aging, if sufficient support could be obtained for teaching or research assistantships. Currently, there is no university that has an on-going training capacity in American Indian aging issues. Many of the participants asked if it would be possible for us to host another summer institute to extend their training and to make the opportunity available to others they knew who were interested in American Indian aging. This project establishes the verifiable need for a center for American Indian Aging Research and Training.

Results show this grant has made a positive impact on a number of important educational activities at the AIHEC colleges. First, it has heightened the awareness of AIHEC faculty and administrators to the need to address aging issues at their college for their learner population and the communities they serve. Second, it has directly and indirectly increased the human and material resources available at the colleges to deal with American Indian aging issues. Third, it has brokered a strong tie through training and technical assistance provided to AIHEC colleges, between sometimes remote and obscure academic social gerontology housed in university settings and the teaching and learning experience of American Indian postsecondary institutions. Fourth, the project has established an ever-widening circle of professionals with a shared interest in American Indian aging. Fifth, this project has created new opportunities for American Indian students to obtain training in gerontology and American Indian aging.

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- Volume 2 - Eight Northern Pueblos
- Volume 3 - Isleta Pueblo
- Volume 4 - Laguna Pueblo
- Volume 5 - Ponca Tribe of Oklahoma
- Volume 6 - Sac and Fox Nation
- Volume 7 - San Felipe Pueblo
- Volume 8 - San Juan Pueblo
- Volume 9 - Santa Clara Pueblo
- Volume 10 - Taos Pueblo
- Volume 11 - Tesuque Pueblo
- Volume 12 - Warm Springs Confederation
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Appendix A

Summer Institute on American Indian Aging

Curriculum

June 11-29, 1990

Summer Institute on American Indian Aging

June 11-29, 1990

June 11 **State of American Indian Aging Research - Robert John**

Readings:

John, R. (In press). Setting a research agenda on American Indian aging. The National Institute on Aging and Administration on Aging Proceedings on Setting a Minority Aging Research Agenda.

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June 12 **Demography of American Indian Aging - Robert John**

Elders in Rural/Reservation Environments in 1980
- Housing Characteristics
- Socio-Economic Characteristics
- Participation in Entitlement Programs
- Health Care Utilization

Rural/Urban Differences
- Social Resources
- Economic Resources
- Mental Health Status
- Physical Health Status
- Ability to Perform Activities of Daily Living
- Social Service Needs and Use

Readings:

John, R. A demographic portrait of American Indian elders living in rural/reservation environments. Excerpt from Administration on Aging Final Report.

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Chapter 6. Social aging. 113-129.

June 13 **The Mental Health of Older American Indians: Epidemiology, Diagnosis, Treatment, and Prevention - Spero Manson**

Myths of Aging: Implications for Mental Health
Demographic and Epidemiological Transitions
Patterns of Morbidity and Mortality
Risk Factors for Psychological Dysfunction and Mental Disorder
Theories about the Cause of Mental Illness

Readings:

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Chapter 5. Psychological aging. 82-112.
Chapter 12. Personal adaptation to aging. 239-254.
Chapter 13. General social response to aging. 255-275.

June 14 **Diagnosis and Treatment - Spero Manson**

The DSM-III-R: A Framework for Diagnosis
The Cultural Construction of Illness: Local Explanatory Models
Assessing Psychiatric Disorder: Techniques and Strategies
Special Concerns among Older American Indians
Bridging Biomedical and Traditional Orientations

Readings:

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Manson, S. M. (in press). Physicians and American Indian healers: Issues and constraints in collaborative health care. In M. Beiser (Ed.), The healing arts. Cambridge, MA: Harvard University Press.

June 15 Prevention, Culturally Appropriate Intervention, and Long-Term Care - Spero Manson

The History and Logic of Prevention
Adapting Technological Assumptions to Cultural Views
Exemplary Interventions
Long-term Care: The Search for a Comprehensive System

Readings:

Manson, S. M., E. Tatum, & N. G. Dinges. (1982). Prevention research among American Indian and Alaska Native communities: Charting future courses for theory and practice in mental health. In S. M. Manson (Ed.), New directions in prevention among American Indian and Alaska Native communities. Portland, OR: Oregon Health Sciences University.

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Summer Institute on American Indian Aging

June 18-22, 1990

June 18-19 **Social Welfare, Social Services and American Indian Elders - Ron Lewis**

The Social Well-Being of American Indian Elders

Readings:

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June 20-22 **Empowerment of American Indian Elders - Ron Lewis**

Traditional Family Structures
Advocacy Research
Age-Integrated Services
Culturally Appropriate Service Delivery Models

Readings:

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Chapter 8. Needs and Resources.
Chapter 14. Social Inequality.

June 22 **Social Aging Network Services - George Peters**

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Readings:

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National Aging Network - Organization Chart

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Summer Institute on American Indian Aging

June 25-29, 1990

June 25 **American Indian Aging Policy - Curtis Cook**

Fundamental Questions with Respect to Our Elders
Quality of Life: How It Is Impacted By Policy
What is an Appropriate Policy?
Seven Steps to Improving Services to Indian Elders

Readings:

Cook, C. D. (1989). The housing status of Indian elders among six Indian tribes: Final report. A Report Presented by the Chairman of the Subcommittee on Housing and Consumer Interests of the Select Committee on Aging, U.S. House of Representatives. Comm. Pub. No. 100-698. Washington, DC: U.S.G.P.O.

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June 26 **American Indian Aging Policy - Curtis Cook**

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June 27 **Targeting Resources to American Indian Elders - Cynthia LaCounte**

Elder Abuse Among American Indian Elders
Supplemental Security Income Outreach Programs

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June 28 **Applied Gerontology - Robert John**

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Appendix B

AIHEC Program Participants

FACULTY DEVELOPMENT IN GERONTOLOGY FOR FACULTY OF AMERICAN INDIAN COLLEGES

PROGRAM PARTICIPANTS

Luanne Belcourt
Stonechild Community College
Box Elder, MT

Donald Bread
Haskell Indian Jr. College
Lawrence, KS

Marilyn Bread
Haskell Indian Jr. College
Lawrence, KS

Sharon A. Coss
Northwest Indian College
Bellingham, WA

Marlene Driessen
Lac Courte Orielles Ojibwa Community College
Hayward, WI

DeAnna Finifrock
Fond du Lac Community College
Cloquet, MN

Lyle W. Frank
Blackfeet Community College
Browning, MT

Ronald F. Gittings
Fond du Lac Community College
Cloquet, MN

Iris M. Heavy Runner
Blackfeet Community College
Browning, MT

Mike Hermanson
Salish Kootenai College
Pablo, MT

Chris Horvath
Sinte Gleska College
Rosebud, SD

George Kipp
Blackfeet Community College
Browning, MT

Therese Martin
Standing Rock College
Ft. Yates, ND

Dr. Bea Medicine
Standing Rock College
Ft. Yates, ND

Christopher F. Mulrine
Dull Knife Memorial College
Lame Deer, MT

Patricia A. Murray
Fort Peck Community College
Poplar, MT

Reeda A. Owens
Salish Kootenai College
Pablo, MT

Naomi F. Renville
Sisseton Wahpeton Community College
Sisseton, SD

Tina Renville
Sisseton Wahpeton Community College
Sisseton, SD

Gabriel V. Rupp
Navajo Community College
Tsaile, AZ

Patricia A. Stump
Fort Peck Community College
Poplar, MT

Linwood Tallbull
Dull Knife Memorial College
Lame Deer, MT

Kristine Voorhees
Fort Peck Community College
Poplar, MT

Appendix C

Final Program Evaluation Survey Instrument

AMERICAN INDIAN AGING

Survey of Participants in the Project on Faculty Development
in Gerontology for Faculty of American Indian Colleges

INSTRUCTIONS

The project on American Indian Aging had several objectives. Some of these can be assessed, at least in part, by your responses to the following questions. It is important that we obtain as complete and candid replies as is possible.

We are sending this survey to a variety of participants in the American Indian Aging project (e.g., Presidents, faculty, librarians, community service providers, etc.). As a result, some of the questions may not be applicable to you. Please answer all the questions you can. For those of you who are no longer at AIHEC colleges, please respond for yourself as an individual if you do not have knowledge of the status of gerontology at the college.

I. Your position (title) _____

College _____

II. Developing Gerontology Programs on American Indian Aging.

A. Has your college established a gerontology program/faculty development team? ___Yes ___No

If yes, please list team members:

_____ _____

_____ _____

B. Has your college offered an introductory gerontology course since fall of 1989? ___Yes ___No

1. If yes, how many times has it been offered? _____

2. Approximately how many students have taken the course? _____

C. Has your college developed plans for other gerontology course or workshops? ___Yes ___No

1. If yes, give title(s):

_____

_____

2. Which of these course have been offered, and approximately how many students have taken the courses?

_____

_____

D. Has information on American Indian aging been added to other courses or workshops at your college? ___Yes ___No

1. If yes, give title(s):

_____

_____

2. What have been the approximate enrollments in these courses/workshops?

____students ____faculty/staff ____community members

E. If you have gerontology courses, are they listed in your college catalog? ___Yes ___No

F. Do you feel that you and other faculty at your college are familiar with gerontological resources available to help develop courses? ___Yes ___No

G. Has interaction between faculty and community service providers in aging increased since fall 1989? ___Yes ___No

If yes, please give examples: _____

_____

_____

H. Have you or other faculty at your college attended state, regional, or national meetings in gerontology? ___Yes ___No

If yes, give names of attendees and meetings attended:

_____

_____

I. Have you or other faculty had contact with gerontology centers other than the two in Kansas involved in these projects? ___Yes ___No

If yes, please give details: _____

_____

_____

III. What additional training needs and/or resources do you or your colleagues need in order to further develop gerontological curricula?

IV. These projects used several methods to support faculty and curriculum development in gerontology. Please rate how effective each method was from your perspective (if you do not have enough information about any item, please check the N/A column):

	Effectiveness (High 1 2 3 4 5 Low)	N/A
A. Summer Institute	___ ___ ___ ___ ___	___
B. Independent study	___ ___ ___ ___ ___	___
C. Resources for your college's library	___ ___ ___ ___ ___	___
D. Workshop at AIHEC conference	___ ___ ___ ___ ___	___
E. Telephone communication with project staff	___ ___ ___ ___ ___	___
F. Written communication with project staff	___ ___ ___ ___ ___	___
G. Funds to purchase resources for college	___ ___ ___ ___ ___	___
H. Attendance at national, regional, or state level gerontology meetings	___ ___ ___ ___ ___	___

V. Would you be willing to be listed as a consultant on American Indian aging for distribution to organizations and colleges interested in the issue? ___Yes ___No

If yes, signature:_____

VI. Additional comments about the projects (use other side if needed:

Appendix D

Project Attachments

FACULTY DEVELOPMENT IN GERONTOLOGY FOR FACULTY OF AMERICAN INDIAN COLLEGES

ABSTRACT

Objectives: The main objective of this project was to build gerontological expertise among faculty from the American Indian Higher Education Consortium (AIHEC) colleges in order to expand access to the field of aging studies. This objective was accomplished through an intensive 3-week summer institute on aging and American Indians taught by recognized scholars of American Indian aging and through independent readings in gerontology directed by faculty from the University of Kansas and Kansas State University. The training focused on the sociology, psychology and biology/health of aging with special emphasis on policy and economic issues, and the unique status and characteristics of American Indian elders. In addition to building gerontological expertise among faculty of the AIHEC colleges, other objectives included: (1) shifting gerontological expertise from universities to American Indian colleges to meet the documented needs of an underserved population; (2) stimulating and nurturing ongoing local gerontological faculty development at AIHEC colleges through the interaction of their faculty members with the project trainees; (3) providing a foundation for gerontological curriculum development at the colleges; (4) encouraging acquisition of gerontological materials at the colleges; (5) developing a national cadre of American Indian aging specialists in higher education; (6) fostering partnerships among AIHEC colleges with universities and with local, regional and national organizations that have gerontological resources; and (7) creating and disseminating gerontological training materials appropriate to the needs of American Indian populations.

Methods: This project was collaborative throughout, and each activity was designed to support collaboration. The full partnership of AIHEC college presidents, administrators, and other faculty, American Indian aging experts, Advisory Board members and university faculty coordinated through the project staff, has initiated the process of developing effective and sustainable gerontological expertise and resources in postsecondary institutions serving American Indian students.

There were eight major activities conducted to accomplish the objectives of the project including: (1) recruitment and orientation of project trainees (AIHEC college faculty); (2) formation of a National Advisory Board to advise on strategies for effective implementation, and to provide national contacts to representatives of American Indian and gerontological networks; (3) development of a program of graduate-level training offered during a three-week summer institute followed by an independent readings course during the fall semester; (4) encouragement of additional gerontological faculty development among AIHEC faculty through attendance at professional meetings; (5) orientation of non-American Indian university faculty to the unique context of providing graduate education to colleagues who teach in American Indian colleges; (6) provision of technical assistance

to American Indian colleges in developing a multi-disciplinary introductory gerontology course with substantial American Indian aging content and in planning gerontological programming at each college; (7) provision of technical assistance with the acquisition of gerontological resources for the AIHEC libraries; (8) dissemination of project results; and (9) evaluation of all components of the project.

Results: Eighteen representatives of the AIHEC colleges and three University of Kansas minority undergraduate fellowship recipients attended the summer institute. In all, participants in the summer institute enrolled in 78 hours of graduate credit and 24 hours of undergraduate credit and the fall readings course attracted 15 participants who enrolled in 76 hours of graduate credit and 6 hours of undergraduate credit at the University of Kansas. The project required all participants who enrolled for graduate or undergraduate credit to complete a research assignment and all AIHEC faculty to produce a syllabus that integrated gerontological content into one or more of the courses they teach. Ties between the colleges and with the aging network have been increased, and a collegial working relationship has been established. All the AIHEC schools that had a representative attend the summer institute have used the information to stimulate gerontological activities on their campus. Because of a lack of gerontological curriculum materials in the library collections of each college, we provided a 3-volume set of readings from the summer institute curriculum to each college library so that undergraduate students and faculty would have access to this important resource. Project staff have served as technical consultants on aging issues to faculty at the AIHEC colleges and have been informed about activities at the colleges that have resulted from the summer institute, including course offerings, in-service training, and acquisition of curriculum materials. We have also been asked to make recommendations regarding course development and revision, as well as the acquisition of curriculum materials.

Implications and Impact: This project has made a significant and positive impact on a number of educational activities at the AIHEC colleges. First, it has heightened the awareness of aging issues and stimulated AIHEC faculty and administrators to address these issues at their college for their student population and the communities they serve. Second, it has directly and indirectly increased the human and material resources available at the colleges in the field of American Indian aging. Third, the project has brokered and forged a link between academic social gerontology and the teaching and learning experience of two-year postsecondary American Indian institutions. Fourth, the project has established an ever-widening circle of professionals with a shared interest in American Indian aging.

Project evaluation suggests that the benefits realized by the colleges through strengthened faculty expertise in the field of aging, the integration of aging into the curriculum, and the acquisition of aging curriculum materials have been translated into new opportunities not only for the participants of the project, but also for faculty colleagues and undergraduate students at the colleges. The long-term results of this project in stimulating the development of gerontological activities at the AIHEC colleges are substantial.

FACULTY DEVELOPMENT IN GERONTOLOGY FOR FACULTY OF AMERICAN INDIAN COLLEGES

POLICY IMPLICATIONS

This project has shown that providing gerontological instruction to faculty of American Indian colleges increases the information on aging available to American Indian communities and to current and potential providers of services to American Indian elders. By linking specialized training on American Indian aging with individual faculty interest, the project focused resources on the single group best placed to disseminate gerontological information within American Indian communities on a sustainable basis. The project also established a group of colleagues who can continue to work together to extend the network, share gerontological resources, and promote gerontological issues at the American Indian Higher Education Consortium (AIHEC) colleges. This method of local capacity building was effective because the information presented and the expertise created through faculty development was especially relevant to American Indian communities.

At the time the project started, the state of gerontological curriculum development at the AIHEC colleges varied considerably from college to college. At that time, gerontological content was not well-established at any college, although several did offer an introductory gerontology course or integrated gerontological content into one or more courses in the curriculum. By and large however, the existence of gerontological curriculum at the colleges was attributable to the personal interest and knowledge of an individual faculty member. Therefore, the Summer Institute (i.e., faculty training) was especially appropriate because gerontology content at the AIHEC colleges is linked to individual faculty interest and expertise. This project has provided state-of-the-art training from nationally-recognized experts in American Indian aging to faculty members who can integrate gerontological content into the curriculum at the AIHEC colleges.

The project design was also significant because of its low-cost, focused approach. The project serves as a model for increasing understanding of gerontological issues and provided a valuable resource, i.e. faculty trained in American Indian aging, to Indian communities at low cost. By providing training through the Summer Institute, the project provided intense training in a short period of time. The project then provided technical assistance for trained faculty in their effort to integrate what they had learned into their college's curriculum.

The multiplier effects of this project are also significant. By creating a knowledge diffusion network between research universities and the AIHEC colleges, we have been able to encourage and assist Indian-run institutions to improve the quality and quantity of gerontological training available to families as well as direct service providers in Indian communities. Family members and community aging service workers, such as Title VI workers and Community Health Representatives, do not have time to obtain long-term training at universities far from the reservation. Because of this project many of the AIHEC

colleges can now offer introductory-level training in gerontology and American Indian aging. The close ties between the AIHEC institutions and the communities they serve will enhance the likelihood that the colleges will continue to develop and nurture expertise in American Indian aging and improve the knowledge base on aging issues in American Indian communities. This sustainable training effort will afford families and direct service providers an opportunity to participate in additional training in the future.

This project has also had other multiplier effects with significant policy implications for the national aging network. For example, the Indian Health Service used the curriculum developed for the Summer Institute in its Roundtable on Long Term Care and American Indian Elders. This roundtable initiated the process of long-term care policy formulation within the agency. This process and the issue of long-term care is the most important single issue confronting American Indian communities and the agencies with responsibilities to serve Indian elders. Although this validation of our effort is gratifying, the adoption and use of the curriculum materials created during the project demonstrates the need for additional development of curriculum materials and courses of instruction in American Indian aging. Clearly, more needs to be done to advance American Indian aging research and training.

The project has greatly increased the number of people with training in American Indian aging issues as well as the number of those with access to that expertise. In the long run, this project will expand the number of people with expertise in Indian aging as students who take courses at the AIHEC schools decide that this field of study interests them, and they pursue advanced study at universities. But the need for additional training opportunities is also an immediate need and could have an immediate impact on the number of individuals with advanced degrees who have expertise in American Indian aging. Four of the eighteen AIHEC participants seriously considered graduate degree programs with an emphasis in American Indian aging and two of the project's trainees have been admitted to graduate programs that will permit them to study Indian aging issues. Moreover, many of the AIHEC participants asked if it would be possible for us to host another summer institute to extend their training and to make the opportunity available to others they knew were interested in the training. This is evidence of the potential for an ongoing training program in American Indian aging. Currently, however, there is no university with such a training capacity in Indian aging issues. This project establishes the need for a center for American Indian aging Research and Training at a major university.

Results show that this project had a positive impact on a number of important educational activities at the AIHEC colleges. First, it heightened the awareness of AIHEC faculty and administrators to the need to address aging issues at their college for their learner population and the communities they serve. Second, it has directly and indirectly increased the human and material resources available at the colleges to deal with American Indian aging issues. Third, it has established a strong tie through training and technical assistance provided to AIHEC colleges, between academic social gerontology housed in university settings and the teaching and learning experience of American Indian postsecondary institutions. Fourth, the project has established an ever-widening circle of professionals with a shared interest in American Indian aging.

FACULTY DEVELOPMENT IN GERONTOLOGY FOR FACULTY OF AMERICAN INDIAN COLLEGES

DISSEMINATION ACTIVITIES & UTILIZATION

Four types of dissemination activities occurred during the course of the project, and will continue now that the project has terminated. These activities include: 1) technical assistance to American Indian Higher Education Consortium (AIHEC) colleges and national organizations; 2) communication with the AIHEC faculty who participated in the project; 3) presentations, lectures to student and professional audiences and professional service activities, including public service activities; and 4) scholarly publications on American Indian aging issues.

Technical Assistance: Project staff fielded a number of inquiries from administrators and staff at the AIHEC colleges about this project and the development of gerontology in the college curriculum. This type of technical assistance has occurred throughout the term of the project.

Because gerontological curriculum materials were needed in the library collections of the AIHEC colleges, a primary dissemination effort was to provide each college with a set of readings from the summer institute curriculum so that undergraduate students as well as faculty and staff would have access to this important resource.

In addition to providing the AIHEC colleges readings from the summer institute, answering inquiries, and providing technical consultation, project staff have responded to a number of inquiries from personnel from national organizations. Staff have fielded inquiries from the Gerontological Society of America, AARP/Andrus Foundation, National Indian Council on Aging, Indian Health Service, the Administration on Aging and a number of universities regarding the project and the status of gerontology at the AIHEC colleges.

Communication With the AIHEC Faculty Trainees: Ongoing dissemination to the faculty participants was an integral part of the project's design. Project staff have served as technical consultants on aging issues to faculty at the AIHEC colleges and have been asked to make recommendations regarding course development and revision, as well as the acquisition of curriculum materials. This contact has been especially important in bringing the most recent American Indian aging curriculum materials to their attention. We believe that we have formed a close working relationship with many faculty who attended the summer institute. We will continue to assist them to implement the curriculum development goals of this project. We also anticipate future joint projects that extend the work begun through this grant.

Professional Presentations & Public Service Activities: Three professional presentations were made specifically about the activities of this project or as an outgrowth of the collaborative relationships established during the project.

Presentations: President David Archambault, Standing Rock College, George Peters (KSU) and Robert John (KU) conducted a session on "Faculty and Program Development in Gerontology in American Indian Colleges and Universities" at the Association for Gerontology in Higher Education Annual Meeting, Pittsburgh, PA, March 1991. This session was attended by approximately 15 educators from around the U.S.

David Archambault, President of Standing Rock College, Edith Stunkel (KSU) and Robert John (KU) conducted a workshop on "Program and Curriculum Development in Gerontology at AIHEC Colleges" at the Annual Meeting of AIHEC, Cable, WI, April 1991. The Annual Meeting was attended by approximately 1,200 students, faculty and administrators of the AIHEC colleges. Most of this number were undergraduate American Indian students. Our workshop was attended by 20 individuals.

George Peters organized a symposium and served as moderator at the Seventh National Forum on Research in Aging, Lincoln, NE, September 1990. Robert John presented a paper entitled "Policy, Research, and Programs on Minorities and Aging: The Case of American Indians."

In addition to dissemination activities conducted with other project staff, Robert John has been active in public and scholarly presentations and service activities on American Indian aging issues. Among the presentations he made during the term of the project:

"Health and Physical Frailty Among American Indian Elders." National Institute on Aging, Summer Institute in Research on Minority Aging, Warrenton, VA, August 1991.

"Changing Intergenerational Interdependence in American Indian Families: Implications for Service Development and Delivery." Gerontological Society of America Annual Meeting, Boston, November 1990.

"Research on the Service Needs of Minority Elders: Assessing the Needs of Ponca Tribal Elders." Gerontological Society of America Annual Meeting, Boston, November 1990.

"Policy, Research, and Programs on Minorities and Aging: The Case of American Indians." Seventh National Forum on Research in Aging, Lincoln, NE, September 1990.

"Formal and Informal Care Among Urban and Rural/Reservation American Indian Elders in the United States." International Sociological Association 12th World Congress of Sociology, Madrid, Spain, July 1990.

"Diversity in Aging: Ethnic Concerns Among Minority Elderly Populations." American Society on Aging Summer Seminar, Kansas City, Missouri, June 1990.

"Ethnicity and Theories of Aging: The Case of American Indians." Midwest Sociological Society Annual Meeting, Chicago, Illinois, April 1990.

"Setting a Research Agenda on American Indian Aging." Workshop for the National Institute on Aging and the Administration on Aging, Washington, DC, February 1990.

"Identifying Service Groupings for an American Indian Population: Cluster Analysis." Symposium entitled Assessing Service Needs: Alternative Approaches Using Duke OARS. Gerontological Society of America Annual Meeting, Minneapolis, MN, November 1989.

Public Service: Robert John participated in a Congressional Briefing entitled "The Minority Family: Are the Bonds Breaking?" organized by the Gerontological Society of America and the Congressional Hispanic Caucus, June 1991.

Robert John participated in the Gerontological Society of America Task Force on Minority Issues in Gerontology meeting regarding the reauthorization of the Older Americans Act. November 1990.

Robert John participated in a meeting organized by the Gerontological Society of America designed to formulate a minority aging research agenda. Robert John prepared one of the lead papers entitled " The State of Research on American Indian Elders Health, Income Security, and Social Support Networks" for the GSA initiative and met with a panel of distinguished researchers to discuss the agenda at Warrenton, VA in April 1991.

Robert John participated in an Indian Health Service Roundtable Discussion on the Long-Term Care Needs of American Indian Elders in Washington, DC, September 1990.

Publications on American Indian Aging: Robert John published the following articles on American Indian aging during the term of the project.

"Setting a Research Agenda on American Indian Aging: Structural Constraints on the Advancement of Knowledge." In press for the National Institute on Aging and Administration on Aging Initiative on Setting a Minority Aging Research Agenda.

"The State of Research on American Indian Elders' Health, Income Security, and Social Support Networks" Pp. 38-50 in Minority Elders: Longevity, Economics, and Health. Washington, DC: The Gerontological Society of America. 1991

"Family Support Networks in a Native American Community: Contact with Children and Siblings Among Prairie Band Potawatomi Elders." Journal of Aging Studies 5:45-59. 1991

"The Uninvited Researcher in Indian Country: Problems of Process and Product Conducting Research Among Native Americans." Mid-American Review of Sociology 14:113-133. 1990